

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 2

**Ngā Whanaketanga Rumaki Māori have been designed to let whānau, teachers and children know where they are at with their learning in Te Reo Matatini and Pāngarau.**

The whanaketanga are directly aligned with the Marautanga o Aotearoa which is the framework used by kura to teach all the learning areas – Te Reo Māori, Pāngarau, Pūtaiao, Tikanga ā-Iwi, Hauora, Ngā Toi, Te Reo Pākehā and Hangarau.

Your child's school must provide you with at least two written reports a year, letting you know how your child is doing in relation to the Whanaketanga and the Marautanga. Many kura provide a portfolio of your child's work, if your kura doesn't do this ask the teacher to show you their work.

This booklet provides a snapshot of the sorts of things your child will have been learning during their second year at school in kōrero, pānui, tuhituhi and pāngarau. It gives you an idea of what you can expect your child to know and be able to do in these areas.

If your child has come to total immersion education more recently, they may be assessed slightly differently – to reflect how long they've been in immersion. Talk to your teacher if you have any concerns – they will be able to explain where your child is at with their learning.





## Kōrero

During your child's second year at kura they will be working at level 1 of the marautanga.

They will be sequencing things that they talk about, and include more detail and a personal voice.

They will be learning to:

- talk in more detail about their feelings and experiences
- understand main ideas when people are talking
- identify more specific information from things that they listen to e.g. "Tomorrow we are going swimming, so remember to bring your togs and towel."
- recite pepeha, karakia and waiata
- pronounce words correctly
- ask questions to clarify meaning
- speak clearly and put across their main ideas.



### Examples of speaking and listening activities

- The teacher might get your child to choose a picture then ask them to talk about it.
- Working in pairs, one child might describe a picture they are looking at, and get their partner to draw what they have described. Afterwards they might compare pictures and discuss them.

### At home

- Sing with your child – learn the waiata they are singing at kura – "Me waiata tāua, nē?", "Te reka hoki o tō reo.", "Me he korokoro tūi koe!"
- Ask them to do karakia at mealtimes – "Māu te kai e whakarite?", "Me karakia tātou."
- Get your child to talk about their feelings – how they feel about things they have read, heard or done – "He aha i pai ai te eke paihikara ki a koe?", "Ko tēhea te whakaaturanga pai rawa ki a koe?", "He aha ai?"

## Pānui

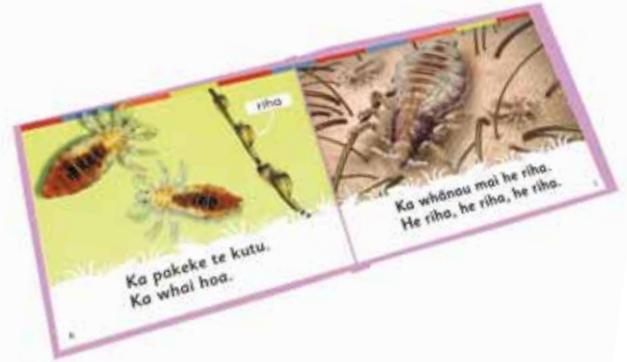
During your child's second year at kura they will be working at level 1 of the marautanga and they will be reading books in the Kete Kiekie range.

They will be reading fiction and non-fiction and will be able to identify and discuss the main ideas in things they read. They will be starting to read independently, both for enjoyment and for information.

They will be learning to:

- identify and discuss key words, messages and characters in a text
- identify an author's key purpose – to recount an event, to instruct, to describe someone or something, or to tell a story
- break down longer words into syllables – karaka = ka-ra-ka
- identify capital letters at the beginning of sentences and in other places like names, days, months, places
- use pictures, book covers and titles to predict what a story is about.

**Readers are grouped into 'Kete', starting with Kete Harakeke where the books are simple and progressing to Kete Kiekie, Pīngao and Miro, which get slightly harder and more complex at each kete. During their third year at kura your child might be reading more complex books in the Kete Kiekie range.**



### Some features of Kiekie books at this level

- Books will have a variety of familiar vocabulary like he, ka, kutu, whānau.
- Pictures that support text.
- Consistent, repetitive sentences patterns.
- Two or three sentences per page.
- Simple story lines or familiar context.

### As your child reads this story they might:

- Talk about what it feels like to get kutu.
- Talk about what they most like about the book.
- Break words into syllables or use what they know about other words to work out new words.

### At home

- Children like being read to – read chapter books or articles about things that interest your child.
- Visit the library – find books by an author they like, or on a topic that interests your child.
- Help your child link stories to things in their own life. Remind them about what they have done when a similar thing happens in a story.
- Encourage your child to read all sorts of things – newspapers, magazines, signs, emails, texts.



## Tuhituhi

During your child's second year at kura they will be writing at level 1 of the marautanga.

They will still spend most of their time writing on topics of their choice. They can write three or more sentences on a topic, which make sense and can be easily read.

They will be learning to:

- write stories and other kinds of writing like recounts, explanations, descriptions and instructions
- acknowledge a person and describe whakapapa connections to people and places
- use full stops, question marks and capital letters
- plan, draft, revise and edit their work before publishing their work and sharing it with others.



In this piece of writing the child has:

- used several sentences with different beginnings
- understood the importance of an interesting title
- correctly spelt many words, including some special words important to their topic
- recounted a personal experience.

**At home**

- Writing is fun! Have felt pens, pencils, crayons and paper available.
- Write letters, cards, notes and emails to whānau, friends and others like Hana Koko or the Tooth Fairy.
- Encourage your child to write on paper or on the computer – don't worry about spelling or neatness – enjoy the message.
- Write lists – 'Shopping list', 'Things to do when I'm bored', 'Things I want to do in the holidays'.
- Keep a diary – draw pictures, stick in photos.
- Cut out letters and words from newspapers and magazines and make messages.



## Pāngarau

During your child's second year at kura they will be working at level 1 of the marautanga and most of their learning will focus on number.

They will be solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics. They will be counting forwards and backwards in their heads, and may start from the biggest number rather than 1.

Your child will be learning to:

- solve problems using numbers up to 100
- count in 2s, 5s and 10s, forwards and backwards
- find  $\frac{1}{2}$  and  $\frac{1}{4}$  of simple shapes and sets of objects
- sort objects into common groups and describe what they have done
- ask and answer questions and display their findings
- give and follow directions
- measure objects using their hands, feet or a pencil.



### A maths problem

There are 9 spoons and 12 bowls. Each bowl needs a spoon.  
How many more spoons are needed?

### At home

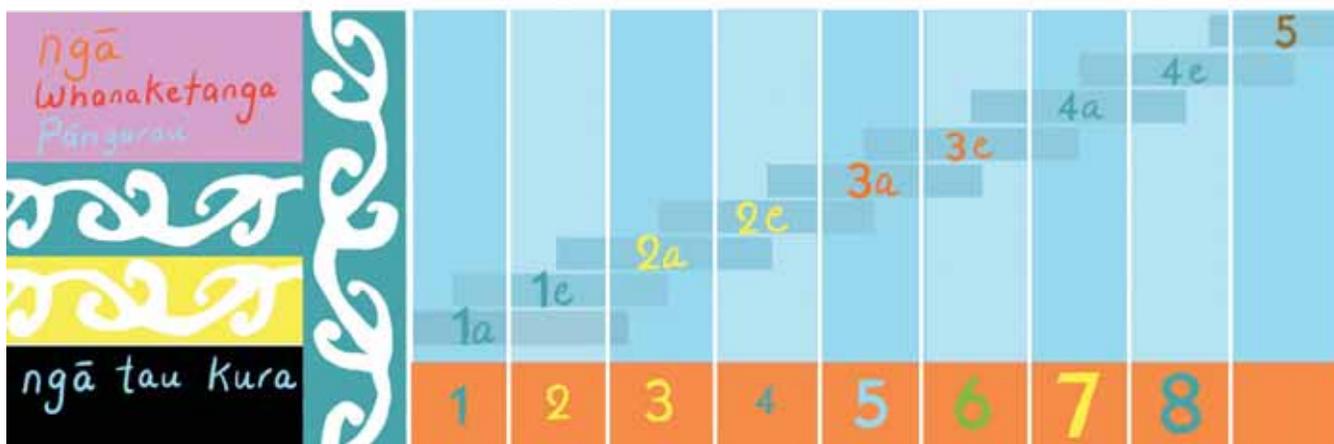
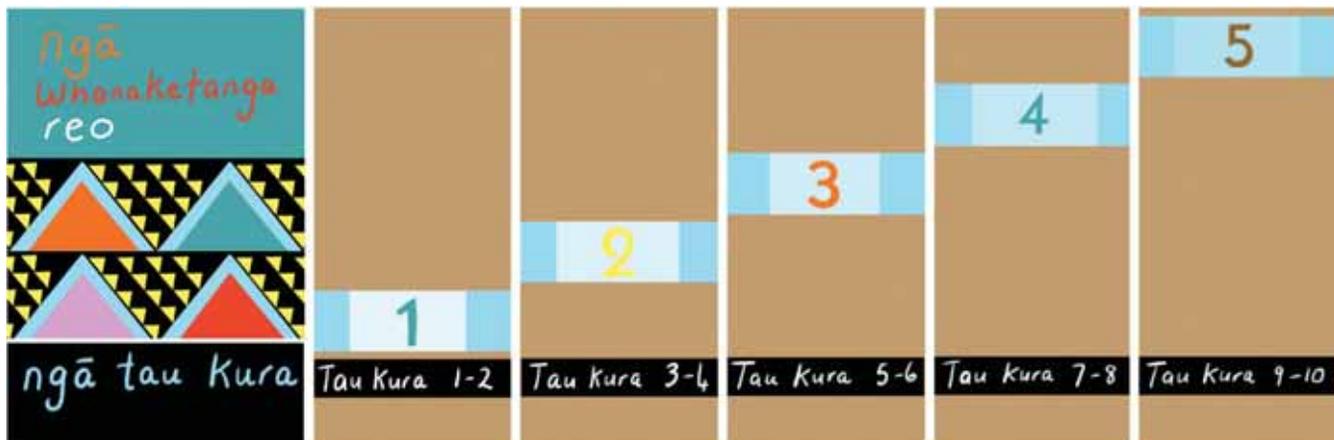
Pāngarau is an important part of everyday life – there are lots of ways to make it fun.

#### Numbers and patterns

- Find and connect numbers around your home and community – 2 on a letterbox, 12 on another, 20 on another.
- Make patterns counting forwards and backwards – 10, 20, 30, 40 and 40, 30, 20, 10.
- Learn their '10 and' facts –  $10+2=12$ ,  $10+4=14$ ,  $10+7=17$ .

#### Everyday activities

- Baking or cooking – talk about the recipe and the ingredients, or how much you will need to feed everyone.
- Reading – notice numbers in the story and talk about them or ask questions about the pictures "How many birds are in the tree?"



Thanks to everyone who contributed and gave support to this project. Special thanks to the student whose work is included in the Tuhituhi section of this booklet.

For more information about Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa visit the Ministry of Education's website, [www.minedu.govt.nz](http://www.minedu.govt.nz).

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